



New York State Education Department

Strengthening Teacher and Leader Effectiveness (STLE)

Summary Report

Huntington Union Free School District

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District Contact Information

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Section I – District Description

Source: All district description data comes from the Huntington Union Free School District 2012-13 New York State School Report Card except where otherwise noted.

Most current information as of: June 18, 2014

District Location	
Region	BOCES
Nassau Suffolk	Western Suffolk BOCES

District Designations (i.e. DTSDE School, TIF Recipient, etc.)
Focus District

Student Demographics					
Number of Students	Eligible for Free Lunch	Eligible for Reduced Lunch	Limited English Proficient	Students with Disabilities	Economically Disadvantaged
4,366	1,158	151	563	589	1,834

Racial/Ethnic Origin (Percent)					
American Indian or Alaskan Native	Black or African American	Hispanic or Latino	Asian/Native Hawaiian/Other Pacific Islander	White	Multiracial
0	9	38	2	48	2

Attendance/Suspension Rates	
Annual Attendance Rate	Student Suspensions
95%	6%

Teacher Qualifications				
# Teachers	Percent No Valid Teaching Certificate	Percent Teaching Out of Certification	Turnover Rate for Teachers under 5 Years' Experience	Turnover Rate all Teachers
328	0%	0%	33%	16%

Need Status
Average Need District

Section II – Academic Performance

Source: All academic performance data comes from the Huntington Union Free School District 2012-13 New York State School Report Card except where otherwise noted.

Most current information as of: June 18, 2014

Student Performance: 2011-12 & 2012-13 New York State ELA Examination				
Grade	% Proficient All	% Proficient SWD	% Proficient ELL	% Proficient ED
3(2011-12)	59	17	16	36
3(2012-13)	30	0	0	10
4(2011-12)	67	22	11	45
4(2012-13)	34	6	0	9
5(2011-12)	60	28	13	38
5(2012-13)	40	11	0	20
6(2011-12)	66	31	5	36
6(2012-13)	36	10	0	16
7(2011-12)	60	23	4	29
7(2012-13)	44	10	0	19
8(2011-12)	60	10	4	29
8(2012-13)	39	8	0	13
District Wide (2011-12)	62	21	11	36
District Wide (2012-13)	37	8	0	14

Student Performance: 2011-12 & 2012-13 New York State Mathematics Examination				
Grade	% Proficient All	% Proficient SWD	% Proficient ELL	% Proficient ED
3(2011-12)	64	33	31	43
3(2012-13)	32	8	1	11
4(2011-12)	70	38	27	53
4(2012-13)	28	6	0	7
5(2011-12)	67	38	23	48
5(2012-13)	30	3	3	13
6(2011-12)	67	39	19	41
6(2012-13)	29	4	3	9
7(2011-12)	77	45	37	58
7(2012-13)	28	10	0	9
8(2011-12)	72	26	36	51
8(2012-13)	34	6	0	6
District Wide (2011-12)	70	36	29	49
District Wide (2012-13)	30	6	1	9

Student Performance: 2011-12 & 2012-13 Science Examination				
Grade	% Proficient All	% Proficient SWD	% Proficient ELL	% Proficient ED
4(2011-12)	94	86	79	89
4(2012-13)	93	86	77	87
8(2011-12)	78	49	31	68
8(2012-13)	64	46	38	51
District Wide (2011-12)	87	64	63	79
District Wide (2012-13)	80	62	67	72

Student Performance: 2012-13 New York State Regents Exams				
Exam	All Students		Students With Disabilities	
	% Proficient	% Mastery	% Proficient	% Mastery
Comprehensive English	90	45	79	9
Integrated Algebra	79	27	49	6
Geometry	80	30	56	7
Algebra 2/ Trigonometry	67	28	67	17
Global History and Geography	75	41	48	9
U.S. History and Government	86	57	61	20
Living Environment	80	43	44	8
Physical Setting/ Earth Science	69	62	38	8
Physical Setting/ Chemistry	84	18	56	0
Physical Setting/ Physics	71	34	50	17

Cohort Results In Secondary-Level ELA After Four Years of Instruction				
	2008 Cohort		2009 Cohort	
	% Proficient	% Mastery	% Proficient	% Mastery
All	84	42	88	54
SWD	60	11	52	14
ELL	27	0	14	0
ED	72	15	70	21

Cohort Results In Secondary-Level Math After Four Years of Instruction				
	2008 Cohort		2009 Cohort	
	% Proficient	% Mastery	% Proficient	% Mastery
All	83	25	88	34
SWD	52	6	50	7
ELL	37	0	45	0
ED	72	11	74	2

2012-13 New York State Alternative Assessment (NYSAA)						
Grades 3-8						
	Grade	n Tested	Number of students scoring at:			
			Level 1	Level 2	Level 3	Level 4
	3	5	1	0	0	4

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English Language Arts	4	2	-	-	-	-
	5	3	-	-	-	-
	6	7	0	0	1	6
	7	2	-	-	-	-
	8	4	-	-	-	-
Mathematics	3	5	0	0	1	4
	4	2	-	-	-	-
	5	3	-	-	-	-
	6	7	0	0	0	7
	7	2	-	-	-	-
	8	4	-	-	-	-
Science	4	2	-	-	-	-
	8	4	-	-	-	-

2012-13 New York State Alternative Assessment (NYSAA) Secondary Level					
	n Tested	Number of students scoring at:			
		Level 1	Level 2	Level 3	Level 4
English Language Arts	7	0	0	1	6
Mathematics	7	0	0	4	3

2012-13 New York State English as a Second Language Achievement Test (NYSESLAT)					
	n Tested	Percent of students scoring in each performance level:			
		Beg.	Int.	Ad.	Prof.
Kindergarten					
All Students	52	6	56	37	2
General Education	52	6	56	37	2
SWD	0	-	-	-	-
First Grade					
All Students	96	2	57	32	8
General Education	90	2	54	34	9
SWD	6	0	100	0	0
Second Grade					
All Students	86	3	16	62	19
General Education	78	3	12	65	21
SWD	6	13	63	25	0
Third Grade					
All Students	74	4	36	49	11
General Education	62	3	26	58	13
SWD	12	8	92	0	0

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Fourth Grade					
All Students	48	10	21	52	17
General Education	38	8	13	61	18
SWD	10	20	50	20	10
Fifth Grade					
All Students	40	5	5	73	18
General Education	31	6	0	74	19
SWD	9	0	22	67	11
Sixth Grade					
All Students	36	19	8	47	25
General Education	22	18	5	41	36
SWD	14	21	14	57	7
Seventh Grade					
All Students	16	19	13	44	25
General Education	11	27	9	45	18
SWD	5	0	20	40	40
Eighth Grade					
All Students	16	13	25	19	44
General Education	8	25	13	25	38
SWD	8	0	38	13	50
Ninth Grade					
All Students	40	30	23	30	18
General Education	35	34	26	23	17
SWD	5	0	0	80	20
Tenth Grade					
All Students	16	13	19	44	25
General Education	11	0	18	55	27
SWD	5	40	20	20	20
Eleventh Grade					
All Students	9	11	11	56	22
General Education	9	11	11	56	22
SWD	0	-	-	-	-
Twelfth Grade					
All Students	14	7	7	57	29
General Education	9	0	0	67	33
SWD	5	20	20	40	20

Group	2008 Cohort 4 Year		2007 Cohort 5 Year	
	n	Graduation Rate (%)	n	Graduation Rate (%)
All	295	85	311	85
Students With Disabilities	62	60	59	73
Limited English Proficient	14	-	23	-
Economically Disadvantaged	79	75	55	82

List Any Measures Where the District Did Not Meet AYP in 2011-12
<ul style="list-style-type: none"> Elementary/Middle-Level ELA – Multiracial Elementary/Middle-Level ELA – Limited English Proficient Elementary/Middle-Level ELA – Economically Disadvantaged Elementary/Middle-Level Math – Limited English Proficient Elementary/Middle-Level Math – Economically Disadvantaged Secondary-Level Math – Economically Disadvantaged Graduation Rate: 5-Year Graduation Rate Total Cohort – Black or African American Graduation Rate: 5-Year Graduation Rate Total Cohort – Hispanic or Latino Graduation Rate: 5-Year Graduation Rate Total Cohort – Students With Disabilities Graduation Rate: 5-Year Graduation Rate Total Cohort – Economically Disadvantaged

List Any Measures Where the District Did Not Meet AYP in 2012-13
<ul style="list-style-type: none"> Elementary/Middle-Level Math – Black or African American Secondary-Level ELA – Hispanic or Latino Secondary-Level ELA – Economically Disadvantaged Secondary-Level Math – Economically Disadvantaged Graduation Rate: 4-Year Graduation Rate Total Cohort – Black or African American Graduation Rate: 4-Year Graduation Rate Total Cohort – Students With Disabilities Graduation Rate: 4-Year Graduation Rate Total Cohort – Economically Disadvantaged Graduation Rate: 5-Year Graduation Rate Total Cohort – Hispanic or Latino

Section III – District Schools Profile

Source: Information in the following table was provided by the district.

Most current information as of: June 30, 2014

District Name	Superintendent	Time of Service	Status	# of Students (2012-13)	# of Students (2013-14)	# of Admin (2012-13)	# of Admin (2013-14)	# of Teachers (2012-13)	# of Teachers (2013-14)
Huntington Union Free School District	James Polansky	2012-2014	Original	4,500	4,500	7 P, 3 AP	8 P, 3 AP	265	267

Huntington Union Free School District STLE 1 Summary Report (2012-2014)

School Name	School Principal	Time of Service	Status	Grades Served	# of Students (2012-13)	# of Students (2013-14)	# of Admin (2012-13)	# of Admin (2013-14)	# of Teachers * (2012-13)	# of Teachers * (2013-14)
Huntington High School	Dr. Carmela Leonardi	2001 -14	Con	9-12	1280	1338	1 P, 1 AP	1 P, 1 AP	112	112
Finley Middle School	John Amato	2006-14	Con	7-8	696	694	1 P, 1 AP	1 P, 1 AP	61	61
Woodhull Intermediate School	Mary Stokkers	2010-14	Original	5-6	587	533	1 P, 1 AP	1 P, 1 AP	22	19
Woodhull Intermediate School	Traci Roethel	2014-14	Other New	5-6	-	533	-	1 P, 1 AP	-	19
Jack Abrams STEM Magnet School	Rae Montesano	2013-14	Other New	3-5	-	145	1 P	1P	-	6
Flower Hill Primary	Marlon Small	2006-14	Con	K-4	399	384	1 P	1 P	17	17
Jefferson Primary	Valerie Capitulo-Saide	2012-14	Con	K-4	375	362	1 P	1 P	17	17
Southdown Primary	Michelle Marino	2001-14	Con	K-4	384	389	1 P	1 P	18	17
Washington Primary	Marsha Neville	2006-14	Con	K-4	397	396	1 P	1 P	18	18

Section IV – Annual Professional Performance Review (APPR) Profile

Source: New York State Education Department Analysis

APPR Plan
Current APPR Plan: : http://nysed.gov/rtt/teachers-leaders/plans/docs/huntington-appr-plan.pdf
Most current version as of: December 4, 2012

Performance Evaluation Rubric	
Teacher	Principal
Danielson’s <i>Framework for Teaching</i> (2011 Revised Edition)	The Reeves Leadership Performance Matrix

Teacher Evaluation (2012-13)				
Presented as % by rating category	Composite Rating	State-provided growth or other comparable measures	Locally-selected measures of student achievement or growth	Other measures of teaching effectiveness
Highly-Effective	38	34	23	73
Effective	57	58	69	27

Developing	5	5	8	0
Ineffective	0	2	1	0

Principal Evaluation (2012-13)				
Presented as % by rating category	Composite Rating	State-provided growth or other comparable measures	Locally-selected measures of student achievement or growth	Other measures of principal effectiveness
Highly-Effective	-	-	-	-
Effective	-	-	-	-
Developing	-	-	-	-
Ineffective	-	-	-	-

*Fields with dashes have data suppressed in order to prevent reporting personally identifiable information.

Section V – Monitoring History

Source: New York State Education Department Files

School Year	Type of Monitoring	NYSED Staff	Date
2012-13	Year 1 Interim Report Submitted by District	N/A	Submitted by April 1, 2013
2012-13	Year 1 Interim Report Status Update Call	Carrie Smith, Project Coordinator	May 31, 2013
2013-14	Year 1 Final Report Submitted by District	N/A	Submitted by July 15, 2013
2013-14	Year 1 Final Report Status Update Call	Carrie Smith, Project Coordinator; Megan Lee Collins, Project Assistant, April Marsh, Project Assistant	August 14, 2013
2013-14	Site Visit	Carrie Smith, Project Coordinator	January 10, 2014
2013-14	Year 2 Interim Report Submitted by District	N/A	Submitted by February 7, 2014
2013-14	Year 2 Interim Report Status Update Call	Carrie Smith, Project Coordinator	April 23, 2014
2013-14	Year 2 Final Report Submitted by District	N/A	Submitted by June 30, 2014
2013-14	Year 2 Final Report Status Update Call	Robert Husain, Project Assistant	August 11, 2014

Section VI - STLE Grant Profile

Source: District STLE Grant Application, interim reports, and year end final reports.

General Grant Information			
STLE #	Funding Amount	Implementation Dates	Individual or Consortium
5545-13-0019	\$456,622	10/31/2012 - 6/30/2014	Individual

Key Program Design Elements
1. Preparation – Activities meant to prepare future educators to enter the profession through work-based pre-service learning opportunities or to prepare existing district educators for new roles: <i>This component was not addressed by the STLE grant funded activities.</i>
2. Recruitment and Placement – Activities to attract educators to the district and the schools that need them: <i>This component was not addressed by the STLE grant funded activities.</i>
3. Induction and Mentoring – Individualized support for new and early career educators to advance their professional practice and improve their ability to produce positive student outcomes: <i>First year teachers were mentored by teachers in the district; teachers identified through the Annual Professional performance Review (APPR) process as developing or ineffective were also mentored by effective or highly effective teachers in the district.</i>
4. Evaluation – The new APPR system based on Education Law §3012-c.: <i>This component was not addressed by the STLE grant funded activities.</i>
5. Professional Development/Growth- Differentiated ongoing support for teacher and/or leader effectiveness, based on evidence of practice and student learning: <i>Educators were provided professional development in the Common Core Learning Standards (CCLS) and in activities related to the district’s science, technology, engineering and math (STEM) initiative, and four administrators attended the Harvard Graduate School of Education Leadership summer program.</i>
6. Performance Management – Use of evaluation data in development and employment decisions: <i>Teacher leaders were selected to mentor colleagues on Teacher Improvement Plans (TIPs).</i>
7. Career Ladder – Opportunities for advancement for educators identified as highly effective or effective: <i>The district created several career ladder positions in year 2 to provide teachers who are effective and highly effective with opportunities to lead and share their expertise in their content areas. In addition teachers were provided a stipend for achieving National Board Certification.</i>

Program Goals (Taken from Year 1 Final Report)	Targets (Taken from Year 1 Final Report)	Outcomes (Taken from Year 2 Final Report)
Goal I - Develop lead/master teachers who will become grade level and/or department coordinators and instructional leaders supporting teaching and	Highly effective and effective teachers, based on their applications, have been selected to participate in the National Board Certification process.	12 teachers who participated in the National Board Certification process submitted their

<p>learning in district buildings.</p>	<p>These teachers were chosen because of their demonstrated record of excellence both in and out of the classroom.</p> <p>All selected candidates for National Board Certification have been working with a mentor to ensure tasks related to certification are being completed in a timely manner. The cohort approach has proven beneficial to the teacher participants based on feedback received from both teachers and the mentor.</p>	<p>portfolios and sat for the assessment.</p>
<p>Goal II - Build reflective practitioners who are able to review their recent level of professional performance and use that data to set goals for future professional development.</p>	<p>Attendance at national, regional, and local conferences on the CCLS. Attendance at conferences related to STEM. Completion of online Association for Supervision and Curriculum development (ASCD) courses related to differentiated instruction and CCLS.</p> <p>Development of classroom walkthrough protocol for the district based on information presented at ASCD conference.</p> <p>Development of career ladder positions for year two of grant implementation.</p>	<p>District administrators conducted over 400 classroom walkthroughs using protocol developed at the district level.</p> <p>Included in the career ladder are a secondary math coach, a secondary English Language Arts (ELA) coach, a secondary science coach, an elementary math coach, an elementary technology integration coach and a district STEM coach.</p>

Total Grant Award	Year 1 Allocation	Year 2 Allocation
\$456,622	\$120,509	\$336,113

Budget Code	Description of Funded Activities/Strategies/Initiatives (This information is available from STLE interim and final reports)	# In Position/ # Served/ # Purchased	Year 1 Interim Report – School Reported (10/31/12 – 3/1/13)	Year 1 Final – Actual Exp. Per FS-10 F (10/31/12 – 6/30/13)	Year 2 Interim Report – School Reported (7/1/13 – 12/31/13)	Year 2 Final – Actual Exp. Per FS-10 F (7/1/13 – 6/30/14)
15	National Board Certification participation by our teachers in grade K-12	12 teachers	\$780	-	-	\$22,000

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15	14 academic coaches and mentor teacher professional development on the CCLS through attendance at conferences, in-district professional development activities and online learning activities offered through ASCD and Nassau BOCES, Collegial Circles, STEM professional development, CCLS professional development, administrator professional development	60	\$15,123	-	\$37,108	\$171,013
15	Teachers attended open house to get information on the merits of certification. Eventually 14 teachers decided to participate	14 teachers	-	\$14,000	-	-
40	Payment made for assessment and portfolio for each of the 14 participants	14 teachers	-	\$35,000	-	-
40	Initial Application fee	14 teachers	-	\$910	-	-
40	The mentor met with applicants	1 mentor/14 teachers	-	\$2,200	-	-
40	Four administrators applied for and were accepted into the Harvard Graduate School of Education Leadership summer program; 2 additional administrators have been accepted for the Parental Engagement summer program.	6 admin.	-	\$9,785	-	\$2,800
40	Several teachers participated in STEM conferences; a number of administrators and teachers attended the ASCD national conferences; purchased several online ASCD courses as professional development for teachers on the CCLS	Several teachers/administrators	-	\$6,134	-	\$2,108
40	Other Expenses (mentor for National Board Certification, conference attendance)	1 mentor/14 teachers	-	-	\$11,200	-
40	Lorraine Lupinskie	-	-	-	-	\$8,800
40	Know Atom LLC	-	-	-	-	\$2,500
40	Rubicon International	-	-	-	-	\$3,200
40	Nat'l Assoc of Sec Sch Prin	-	-	-	-	\$710
40	Inquiry by Design	-	-	-	-	\$4,475
40	TEQ Equipment	-	-	-	-	\$12,650
40	Successful Innovations Inc.	-	-	-	-	\$497
40	Nat'l Science Teachers Assn	-	-	-	-	\$950
40	Schoolwide	-	-	-	-	\$225
40	4 Consultants	-	-	-	-	\$344
40	Nat'l Cncl Teachers-Math	-	-	-	-	\$1,464
40	Molloy College	-	-	-	-	\$1,590
40	Houghton Mifflin Harcourt	-	-	-	-	\$13,258

Huntington Union Free School District STLE 1 Summary Report (2012-2014)

45	Purchased books that were used as a part of professional development for teachers and administrators.	Several teachers	-	\$28,988	-	\$91,729
45	Supplies	Several teachers/ administrators	-	-	\$4,861	-
46	Travel to conferences	15 teachers/ administrators	-	-	\$919	\$15,544
16	Support Staff	1	-	-	-	\$3,955
	TOTAL Expenditure		\$15,903	\$97,017	\$53,998	\$337,812

Section VII – STLE Grant Analysis

Source: STLE file compiled by the New York State Education Department

Guiding questions to direct the review:

I. Does the school district have a comprehensive systems approach to the recruitment, development, support, retention and equitable distribution of effective teachers and school leaders?

II. Is the grant impacting high need students and shortage subject areas?

Preparation

Preparation	
Standard	The district is engaging in activities meant to prepare future educators to enter the profession through work-based pre-service learning opportunities or to prepare existing district educators for new roles within a district’s career ladder. This can include encouraging and/or enhancing pathways for educators to achieve various professional certifications.
Summary: This component was not addressed by the STLE grant funded activities.	

Short Description	Code	Type	Purpose	Provider	Budget Code	# Served	Total Amount
N/A							

Recruitment and Placement

Recruitment and Placement	
Standard	The district engages in activities to attract educators to the district. The district engages in targeted placement and recruitment to ensure high needs students and schools has effective or highly effective educators.
Summary: This component was not addressed by the STLE grant funded activities.	

Short Description	Code	Type	Purpose	Provider	Compensation	Budget Code	# Recruit/ Transfer	Total Amount
N/A								

Induction and Mentoring

Induction and Mentoring	
Standard	The district provides individualized support for new and early career educators to advance their professional practice and improve their ability to produce positive student outcomes.
Summary: In Year 2 the district began to address this standard. Coaches were appointed and were mentoring first year teachers and teachers who were rated as ineffective or developing. This is consistent with Goal I: develop lead/master teachers who will become grade level and/or department coordinators and instructional leaders supporting teaching and learning in district buildings and Goal II: development of career ladder positions for year two of grant implementation. The quality of the mentoring is yet to be determined since more evidence would be necessary to determine if individualized support is being provided that will improve the teachers’ ability to produce positive student outcomes.	

Supporting Evidence:

Please note that evidence is progressively collected throughout the STLE grant program period. Evidence seen below will reflect the status of grant activities at the time the evidence was collected.

Short Description	Code	Type	Purpose	Provider	Budget Code	# Served	Total Amount
Academic Coaches, NYSUT ELT Per Coaching Course		Group	Coach	FP-DS	15	6	\$2,997

Evidence from Year 1 Final Report:

- A June 4, 2013 principals meeting included a discussion of classroom walkthroughs and coaching as evidence by the meeting agenda.

Evidence from Year 2 Interim Report:

- Six coaches were appointed in the areas of secondary math, secondary ELA, secondary science, elementary math, elementary technology integration and a districtwide STEM coach.
- First year teachers were mentored by teachers in the district.
- Teacher mentors worked with both first year teachers and teachers placed on Teacher Improvement Plans (TIPs) as a result of an APPR rating of developing or ineffective. Mentors were instrumental in helping teachers implement goals that were established as a part of the TIP process.
- Teachers throughout the district, at both the elementary and secondary level, are receiving ongoing support as a result of the coaching positions that were implemented through the STLE 1 grant.

- The district reported that regular monthly meetings with the coaches and the assistant superintendent for curriculum and instruction occurred and that teachers felt supported and were relying on the coaches to help them as they continue to learn and implement the CCLS.

Evidence from Year 2 Final Report:

- Eight stipends for professional teachers to mentor colleagues on a TIP were paid.
- The professional teachers were matched with mentees based on a correlation of strengths/weaknesses and proximity of grade level/subject.
- Participation by academic coaches in a peer coaching seminar provided by New York State United Teachers (NYSUT) through the Western Suffolk (WS) BOCES teacher center occurred.

Evaluation

Evaluation	
Standard	The district is fully implementing an Annual Professional Performance Review (APPR) plan that complies with Education Law §3012-c and is approved by the commissioner. Through the evaluation system the district has a common language to discuss effective teaching and leadership practices
Summary: This component was not addressed by the STLE grant funded activities. However, in the Year 1 and 2 reporting, as well as during a site visit, the district did allude to shifts in teacher practice observed during Focus Walks.	

Short Description	Code	Type	Purpose	Provider	Budget Code	# Served	# Added	Total Amount
N/A								

Supporting Evidence: *Please note that evidence is progressively collected throughout the STLE grant program period. Evidence seen below will reflect the status of grant activities at the time the evidence was collected.*

Evidence from Year 1 Final Report:

- A key accomplishment the district noted was their participation in a number of national conferences by both administrators and teachers, including the Association for Supervision and Curriculum Development (ASCD) National Conferences and the National Teachers of Science annual STEM convention. As a result of attending the ASCD national conference in Chicago in spring of 2013, the district began to focus on creating a classroom walkthrough protocol based on information shared at the conference by a school district from Idaho. The district started the process of cultivating the knowledge and expertise necessary to make classroom walkthroughs a part of their school improvement process.

Evidence from site visit:

- The superintendent indicated that the district began looking at CCLS shifts and possible focus questions for walkthroughs, how to answer these questions and the "look fors" in the classroom. Administrators and coaches conducted walkthroughs and 180 classrooms

were visited in a 6 week period. Focus walks were completed during a 40 minute period every Wednesday.

- The superintendent noted that walkthroughs have helped coaches get to know district staff and observe best practices. He also indicated that cross building observations help with vertical communication and walkthroughs have helped to increase the comfort level of both informal and formal observations. Walkthroughs are leading to rich conversations about what good teaching and student engagement look like, which has led to a major culture shift at the high school due to increased collaboration and sharing.

Evidence from Year 2 Interim Report:

- The district implied that through focus walks and classroom observations there was an evident shift in the way teachers were teaching CCLS lessons and how students were learning and rising to the challenge of increased rigor.

Evidence from Year 2 Final Report:

- District administrators completed over 400 focus walks.
- The district developed a peer observation model to support teaching and learning across the district as part of the implementation of the CCLS.

Ongoing Professional Development/Professional Growth

Ongoing Professional Development/Professional Growth	
Standard	The district provides differentiated and ongoing support for teacher and leader effectiveness based on evidence of practice and student learning. Teachers and principals have opportunities to engage in professional development.
Summary: Through STLE, the district has demonstrated an ongoing effort to meet this standard, as reflected in Goal II: build reflective practitioners who are able to review their recent level of professional performance and use that data to set goals for future professional development. District educators attended national, regional, and local conferences on topics such as Common Core Learning Standards (CCLS) and STEM. Additional professional development occurred through the completion of online ASCD courses related to differentiated instruction and CCLS. As well, four administrators attended the Harvard Graduate School of Education Leadership summer program.	

Short Description	Code	Type	Purpose	Provider	Budget Code	# Served	Frequency	Total Amount
Attendance at ASCD, National Science Teachers Conference, NAT'L CNCL Teachers of Mathematics, TEQ Equipment Inc., NAT'L Science Teachers STEM Conference, Rubicon International Curriculum Management system training, National Association of Secondary Principals (Ignite Conference), Molloy	T-PD External	Group	DDI, APPR-other, STEM, CC-Math, CC-Other, Coach, Grant	FP-DS	40	Teachers and Administrators	School year	\$11,871

College Common Core Standards Seminar								
Administrator Leader Training Harvard Graduate School of Education Leadership summer program	P-PD External	Group	D Strategy	IHE-DS	40	4	Summer	\$9,785
Administrator Leader Training Harvard Graduate School Summer School Institute on Parental Engagement	P-PD External	Group	Parent	IHE-DS	40	2	Summer	\$2,800

Supporting Evidence:

Please note that evidence is progressively collected throughout the STLE grant program period. Evidence seen below will reflect the status of grant activities at the time the evidence was collected.

Evidence from Year 1 Interim Report:

- Teachers participated in professional development on CCLS by attending conferences, in-district professional development activities and online learning activities offered through ASCD and Nassau BOCES.
- Educators participated in ongoing professional development in support of the district's STEM initiatives, including curriculum writing.
- Administrators received ongoing professional development to support instructional leadership as related to the CCLS and closing the achievement gap for ethnic minority groups and economically disadvantaged groups districtwide.

Evidence from Year 1 Final Report:

- A number of administrators and teachers attended the Association for Supervision and Curriculum Development (ASCD) National Conferences and the district purchased several online ASCD courses as professional development for teachers on CCLS. One district administrator and one teacher attended the National Teachers of Science annual STEM convention and several teachers attended an ASCD conference on Teaching Excellence.
- Another key accomplishment the district noted was that, as a result their attendance at the ASCD National Conference, the district began to focus on creating a classroom walkthrough protocol based on information shared at the conference by a school district from Idaho. The district started the process of cultivating the knowledge and expertise necessary to make classroom walkthroughs a part of their school improvement process.
- Four administrators applied for and were accepted into the Harvard Graduate School of Education Leadership summer program.

Evidence from site visit:

- The superintendent indicated that the district began looking at CCLS shifts and possible focus questions for walkthroughs, as well as how to answer these questions and what to look for in the classroom. Administrators and coaches conducted walkthroughs (or “Focus Walks”) and 180 classrooms were visited in a 6 week period. Focus Walks were completed during a 40 minute period every Wednesday.

- The superintendent noted that walkthroughs helped coaches get to know district staff and observe best practices. He also indicated that cross building observations help with vertical communication and Focus Walks helped to increase the comfort level of both informal and formal observations. Focus Walks are leading to rich conversations about what good teaching and student engagement look like which is a major culture shift at the high school due to increased collaboration and sharing.

Evidence from Year 2 Interim Report:

- Professional development activities were provided to administrators that include their attendance at an Atlas Rubicon conference. Atlas Rubicon is the district's curriculum management tool.
- The district noted they had great success in providing opportunities for teachers and administrators to attend conferences locally, regionally and nationally that allow staff to network, learn about and share best practices that enhance their ability to keep the district moving forward.

Evidence from Year 2 Final Report:

- Two administrators will participate in the Harvard Graduate School's Summer Institute on Parental Engagement.

Performance Management

Performance Management	
Standard	The district is systemically using evaluation data in development and employment decisions.
Summary: The District used grant funded activities to systematically use evaluation data in development decisions. The mentor teachers were recruited and selected based upon data driven criteria connected to the teacher evaluation system index of meeting or exceeding standards.	

Short Description	Code	Type	Purpose	Compensation	Budget Code	# Served	Total Amount
N/A							

Supporting Evidence:

Please note that evidence is progressively collected throughout the STLE grant program period. Evidence seen below will reflect the status of grant activities at the time the evidence was collected.

Evidence from Year 2 Interim Report:

- In Year 2, career ladder positions were created to provide teachers who are effective and highly effective with opportunities to lead and share their expertise. Six teacher coaches will fill career ladder positions and each will be compensated as a .4 Full Time Equivalent (FTE).
- Teacher mentors worked with both first year teachers and teachers who were placed on Teacher Improvement Plans (TIP) as a result of having an APPR rating of either developing or ineffective. Mentors were instrumental in helping teachers implement goals that were established as a part of the TIP process.

Evidence from Year 2 Final Report:

- 14 professional teachers in grades K-12 (including specialty subjects and special education) were selected through an interview process to fill Coach and Mentor positions.
- Eight stipends were given to professional teachers for mentoring colleagues on Teacher Improvement Plans (TIPs). The professional teachers were matched with mentees based on a correlation of strengths/weaknesses and proximity of grade level/subject. Teachers who were identified as either developing or ineffective on their 2012-13 Annual Professional Performance Reviews (APPR) were supported through the grant by mentors who were able to provide direction and guidance to get those teachers back on track.
- Six Coaches were appointed to coordinate and facilitate professional development to support teacher's continuous learning and improvement of best practices through coaching and model teaching for K-12 classroom teachers.
- The Coaches also engaged in Focus Walks as a part of the district's 2013-14 job embedded staff development initiative, and were able to monitor implementation of CCLS through coaching and working with teachers to develop effective lesson plans that incorporate the CCLS shifts.

Career Ladder for Teachers and Principals

Career Ladder for Teachers and Principals	
Standard	Effective and highly effective teachers and principals have opportunities for advancement. Teachers and principals with additional roles and responsibilities have the training and preparation needed to fulfill the career ladder positions.
<p>Summary: The district met this standard; the district created several career ladder positions that were implemented in year two. Goal I: develop lead/master teachers who will become grade level and/or department coordinators and instructional leaders supporting teaching and learning in district buildings is being addressed and Target 3 of Goal II: development of career ladder positions for year two of grant implementation, was accomplished.</p> <p>Included are a secondary math coach, a secondary ELA coach, a secondary science coach, an elementary math coach, an elementary technology integration coach and a district STEM coach. Coaches are being provided professional development in Common Core Learning Standards (CCLS) and STEM. In addition, teachers are provided a stipend for achieving National Board Certification and a stipend is being paid for a cohort mentor for teachers participating in National Board Certification.</p>	

Short Description	Code	Type	Purpose	Budget Code	Compensation	# On Ladder	Total Amount
12 Stipends for Teacher Participation in National Board Certification	T-FT	STLE1	Extend	15	Stipend	12	\$24,000
8 Stipends for Professional teachers to mentor colleagues on TIPS	T-FT	STLE1	Coach, APPR-other	15	Stipend	8	\$6,000
Academic Coaches	T-FT	STLE1	CC-Math, STEM, CC-ELA,	15	based on FTE Elementary Math Coach .4 Elementary Technology Coach .4	6	\$135,335

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			Coach, CC- Other		Secondary Science Coach .4 Secondary Math Coach .4 Secondary ELA Coach .4 STEM Coach .4		
National Board Certification “Cohort Mentor” & Coach	T-FT	STLE1	Extend	40	Stipend	1	\$4,200

Supporting Evidence:

Please note that evidence is progressively collected throughout the STLE grant program period. Evidence seen below will reflect the status of grant activities at the time the evidence was collected.

Evidence from Year 1 Interim Report:

- Teachers acquiring National Board Certification will receive \$1,000 stipends in Year 1 and it is proposed that they receive \$2,000 stipends in year two.

Evidence from Year 1 Final Report:

- Key accomplishments noted by the district during Year 1 include the development of a cohort of teachers participating in National Board Certification. They have 14 teachers who decided to pursue certification.
- All selected candidates for National Board Certification worked with a mentor to ensure tasks related to certification were being completed in a timely manner. The cohort approach has proven beneficial to the teacher participants based on feedback received from both teachers and the mentor.
- The superintendent indicated that STLE supports a district-wide Teacher Integration Coach which helped the district plan a STEM magnet school for grades 3-5 which is scheduled to open in July 2013.
- Teacher leaders indicated that the STEM coach is looking at other STEM programs to model and has facilitated a technology equipment partnership with a community business to help kick off the STEM magnet school.

Evidence from site visit:

- Teacher leaders indicated that most teachers would not have begun the National Board Certification process if it were not for STLE grant funding.
- The district provided a comprehensive support system to their National Board Certification candidates. Teachers seeking this certification expressed how this individualized support will greatly increase their chances of passing the rigorous National Board Certification process.
- The district created an impressive and successful STEM elementary magnet school. Classroom visits showed students highly engaged in all areas of instruction. The level of enthusiasm and excitement students and teachers displayed was a joy to observe.

Evidence from Year 2 Interim Report:

- In year two, career ladder positions were created to provide teachers who are effective and highly effective with opportunities to lead and share their expertise. For each of the six teacher coach career ladder positions, each will be compensated as a .4FTE.
- Teachers in the STEM Magnet School were provided with support from the STEM coach in the implementation of Know Atom curricula materials. Know Atom includes science kits that complement both a science and engineering program of study for students in grades 3 through 5. Teachers and the STEM coach are receiving job embedded professional development in the use of SMART Board from TEQ Equipment.
- The National Board Certification teacher mentor was, and continues to be, an integral part of the support the district has provided to teachers who decided to pursue National Board Certification.

Evidence from Year 2 Final Report:

- The district noted a key accomplishment was the successful submission of portfolios and the completion of National Board assessments by 12 of their candidates.

Other

Other	
Standard	[Note: There is no standard for “Other”.] The district uses grant funds for activities and/or positions that do not directly align with the seven TLE components.
Summary: The district hired an Administrative Assistant to support the implementation of the grant.	

Short Description	Code	Type	Purpose	Compensation	Budget Code	# Served	Total Amount
Administrative Assistant	Other	N/A	Grant	Flat Fee	16	1	\$3,954

Issues of Equity

Issues of Equity	
Standard	The district is focused on equitably distributing highly effective and effective teachers and principals working with high need students and in shortage subject areas including STEM, ELL, bilingual and/or special education.
Summary: This district used STLE funded activities to support the equitable distribution of high quality educators. STEM is a focus of the district’s STLE program. Professional development in STEM was provided to teachers and coaches. A STEM magnet school for grades 3-5 was established and is supported by a district STEM coordinator.	

Supporting Evidence:

Please note that evidence is progressively collected throughout the STLE grant program period. Evidence seen below will reflect the status of grant activities at the time the evidence was collected.

Evidence from site visit:

- The district created an impressive and successful STEM elementary magnet school. Classroom visits showed students highly engaged in all areas of instruction. The level of enthusiasm and excitement students and teachers displayed was a joy to observe.

Evidence from Year 2 Interim Report:

- Teachers in the STEM Magnet School were provided support from the STEM coach in the implementation of Know Atom curricula materials. Know Atom includes science kits that complement both a science and engineering program of study for students in grades 3 through 5. Teachers and the STEM coach are receiving job embedded professional development in the use of SMART Board from TEQ Equipment.

Evidence from Year 2 Final Report:

- Teachers attended a variety of conferences and training including, ASCD, National Science Teachers Conference, National Council of Teachers of Mathematics, TEQ Equipment Inc., National Science Teachers Association STEM Conference, Rubicon International Curriculum Management system training, National Association of Secondary Principals Ignite Conference, Molloy College, Common Core Standards Seminar to strengthen the districts’ focus on STEM initiatives.
- Six coaches were selected to work with teachers via a peer coaching model. Positions included an elementary math coach, a secondary science coach, a secondary math coach, an elementary STEM coach, a secondary ELA coach, and an elementary technology integration coach.
- The district noted a key accomplishment was attendance by administrators and teachers at local, regional, and national conferences that supported the implementation of the CCLS and the development of a STEM Magnet school.
- The district was able to build curricula far beyond what is used in the classroom. For example, the district decided to support students over the summer with their math and reading fluency by providing them with opportunities to complete mini-tutorials online using Coursesites.com. The districts Response to Intervention (RTI) math and ELA coordinator wrote modules and trained students on how to access the modules through Coursesites.com on Blackboard Learn.

Sustainability

Sustainability	
Standard	The district has a reasonable, feasible and achievable plan to sustain grant activities beyond the life of the grant.
Summary: The district used grant funded activities to implement programs and practices that should have long term impact on the district. The district indicated that it is exploring sustainability options through the budget process. As a result of the STLE 1 grant, the district stated that it has been able to provide much of the technological infrastructure, science and engineering resources necessary to support students and teachers.	

Short Description	Code	Type
Teacher Coaches, STEM	Personnel, Program	SF

Supporting Evidence:

Please note that evidence is progressively collected throughout the STLE grant program period. Evidence seen below will reflect the status of grant activities at the time the evidence was collected.

Evidence from Year 2 Interim Report:

- According to the district given their current budget outlook, sustainability of career ladder positions will be a challenge. Their current and future budget outlook will require a flat budget. The district is looking at the possibility of using funds from their STLE 2 grant as well as funds in their Title IIA grant to sustain some of the career ladder positions and programs implemented during STLE 1. The district is searching for other grants at the federal, state and local level and is seeking private donations. The Huntington Foundation for Educational Excellence and the Special Education Parent Teacher Association provided funding in the past for district initiatives and will continue to do so at both the building and district levels. Huntington is currently working with a private partner, TEQ Equipment, to secure federal grant funds to support their STEM Magnet School.

Evidence from Year 2 Final Report:

- The district intends to continue its use of peer coaching in the 2014-15 school year. Funds from other grant sources will be utilized to continue the career ladder positions created through the STLE 1 grant. The district appointed 5 coaches (elementary math, secondary science, math, and English, and a STEM Coach) this year and would like to add one additional coach moving into the 2014-15 school year. In addition to coaches, the district made provisions to support unsuccessful teacher candidates for National Board Certification through their Teacher Center grant application. Should teachers need to retake a portion of the National Board assessment, the district allocated a portion of the Teacher Center grant to support them should the need arise. The district will continue to seek funding sources, both private and public, to support the STEM Magnet School. As a result of the STLE 1 grant, they were able to provide much of the technological infrastructure, science and engineering resources necessary to support students and teachers.

Section VIII – Methodology

Overview of monitoring activities and site visit including a description of individuals interviewed, description of classroom observations including amount of time, student population and any protocol or rubrics used to conduct the observations and/or monitoring of the grant.

Individuals interviewed

District Level:

- Superintendent
- Grant manager and Assistant Supt. for Curriculum and Instruction

Building Principals:

- Principal (Huntington High School)
- Principal (Southdown Primary School)

National Board Certification Teachers

- Reading
- Special Education
- English as a Second Language (ESL)
- Secondary English Language Arts (ELA)
- Music

Receiving Benefits of STLE

- Science Technology Engineering Mathematics School Teacher
- Southdown Teacher
- Director of ESL/Dual Language, Languages Other Than English (LOTE)
- Chair, Humanities
- Asst. Principal Huntington High School

District Coaches for:

- Elementary Math
- Secondary Science
- Secondary ELA
- Secondary Math
- Technology Integration Coach

Documents and materials reviewed to complete this report

- Huntington UFSD Year 1 Interim Report
- Huntington UFSD Year 1 Final Report
- Huntington UFSD Site Visit Notes
- Huntington UFSD Site Visit Debrief Letter
- Huntington UFSD Year 2 Interim Report
- Huntington UFSD Year 2 Final Report